

G I F T E D A N D T A L E N T E D

HOLMLEIGH SCHOOL

2019

GIFTED AND TALENTED POLICY

AIMS

Holmleigh Primary School aims for:

- High standards
- High expectations
- A community in which learning is valued
- Equal opportunities so that each pupil can realise his or her own potential
- A school ethos in which all abilities can flourish

CONTEXT

It is estimated that the gifted and talented pupil cohort comprises 5-10% pupils within the school. Within this there will be pupils who are:

- Gifted or have ability in one or more subjects in the statutory curriculum
- Ability in art, music, PE or in any other sport or creative art; all-rounders
- More able pupils who are included in the 5-10%

IDENTIFICATION

A wide range of strategies can be used including;

- Tests of knowledge (Optional SATs, SATs, baseline assessment):
- Tests of potential (CATs)
- Evidence from target setting
- Teacher observation and assessment
- Information from previous schools
- Parent nomination
- Self or peer nomination
- Checklists of characteristics (see Appendix I)

PROVISION

We believe that gifted and talent children should:

- Have teachers who set and expect high standards
- Be given challenging and stimulating work
- Take part in exciting, intellectual discussion and debate

- Have a secure environment in which they will not be denigrated for being clever
- Relax and have fun
- Have access to learning opportunities that recognise a range of learning styles including visual, kinaesthetic and auditory
- Have access to a range of high quality resources
- Have access to an environment within which they can engage in individual and collaborative learning
- Be given praise and set suitable targets
- Use imagination, creativity and curiosity
- Be recognised as an individual with strengths and weaknesses

MEETING THE NEEDS OF THE GIFTED AND TALENTED

To meet the needs of individual gifted and talented pupils, the following could be included

- Enrichment opportunities
- School clubs
- Target setting
- Grouping
- Acceleration
- Differentiation strategies
- Inviting 'experts' from parents and the community into school to give 'master classes'
- Clustering with neighbouring schools

ROLE OF PARENTS

Partnership between schools and parents is very important. Parents need to have clear information about

Their child's abilities in school
Their child's specific needs and how they are being met

Parents need to recognise that they can support their able child by:

- Telling the school about their child's talents and abilities
- Providing the conditions in which their child can study
- Encouraging good study habits
- Seeking advice when their child is having difficulties
- Encouraging their child to take part in out of school activities and experiences

APPENDICES

- An initial *guide* for the identification of gifted and talented pupils
- *Checklist* for recognising the under-achieving able child
- *A sample referral sheet* for gifted and talent pupils
- A sample *IEP* for gifted and talented pupils

AN INITIAL GUIDE FOR THE IDENTIFICATION OF GIFTED AND TALENTED PUPILS

Look out for the child who:

- Learns more quickly than others
- Has a very retentive memory
- Has a wide general knowledge and interest in the world
- Is exceptionally musical
- Excels at sport
- Creates three dimensional working models
- Has an advanced moral and social awareness
- Is a born leader
- Is original, imaginative and creative
- Enjoys problems solving, often missing out the intermediate stages in the process and making original connections
- Is persistent, resourceful, self-directed and can concentrate for an inordinate amount of time on the topic
- Has an unusual hobby, such as astronomy or the study of hieroglyphics
- Is inquisitive, sceptical and will argue without giving way
- Has an advanced vocabulary
- Shows initiative and does not follow the herd
- Is versatile and has many interests although one may be particularly absorbing
- Has good judgement and enjoys debating
- Has a well-developed, sometimes odd, sense of humour
- Is either unusually introverted or extroverted
- Finds it more comfortable and challenging to communicate with adults
- Pays great attention to detail
- Grasps new concepts with ease
- Links areas of knowledge without specific teaching
- Is very motivated and self-disciplined
- Is a lateral or divergent thinker

This checklist should be used alongside other means of assessment in order to develop a picture of the whole child.

A CHECKLIST FOR RECOGNISING THE UNDER-ACHIEVING MORE ABLE CHILD

(Taken from *Teaching Bright Pupils* – Nottingham University School of Education)

- Anti school
- Orally good while written work is poor
- Apparently bored
- Restless and inattentive
- Absorbed in a private world
- Tactless and impatient with slower minds

- Friendly with older pupils
- Self-critical
- Poor social relations with peers and teachers
- Emotionally unstable
- Outwardly self-sufficient

But also

- Creative when motivated
- Quick to learn
- Able to solve problems
- Able to ask provocative questions
- Persevering when motivated
- Given to abstract through
- Inventive in response to open-ended questions